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ABSTRACT

This document was approved March 19, 1998, and describes standards for teachers of social studies in the state of Indiana. Sections of the paper include: (1) "Preface"; (2) "Standard 1: Civic Ideals and Practices"; (3) "Standard 2: Historical Perspectives"; (4) "Standard 3: Geographical Perspectives"; (5) "Standard 4: Government and Citizenship"; (6) "Standard 5: Economics"; (7) "Standard 6: Current Events"; (8) "Standard 7: Psychology"; (9) "Standard 8: Sociology"; (10) "Standard 9: World Cultures"; (11) "Standard 10: Instructional Resources/Technology"; (12) "Standard 11: Learning Environment"; (13) "Standard 12: Assessment"; (14) "Standard 13: Reflection"; and (14) "Developmental Levels and the Social Studies Content Strands/Standards." The Interstate New Teacher Assessment and Support Consortium (INTASC) standards are provided along with the standards in social studies. Each of the standards contains a brief descriptive statement, a performances section, a knowledge section, and an dispositions section to explain what are the expectations in each category. (EH)

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INDIANA PROFESSIONAL STANDARDS BOARD

ED 426 033

Standards for Teachers of Social Studies

L. Fay

Approved March 19, 1998
by the
Indiana Professional Standards Board

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PREFACE

About The Board

> *The Indiana Professional Standards Board is established to govern teacher training and licensing programs. Notwithstanding any other law, the board and the board's staff have sole authority and responsibility for making recommendations concerning and otherwise governing teacher training and teacher licensing matters.* Public Law 46-1992

With these words the state legislature in 1992 created and empowered the Indiana Professional Standards Board. The Board's mandate encompasses all components of the education profession. The Board consists of nineteen members, eighteen of whom are appointed by the Governor, and the nineteenth is the State Superintendent of Public Instruction, who serves *ex officio*. Thirteen of the eighteen appointed members are required to hold an Indiana teacher's license and must be actively employed by a school corporation. These members represent specific subjects, positions, and grade levels. These include: a superintendent, two principals, a director of special education, an early childhood teacher, an elementary education teacher, a middle/junior high school teacher, a special education teacher, a vocational education teacher, a student services representative, an English/language arts teacher, a mathematics teacher, and a science teacher. Three members must represent Indiana teacher preparation units within Indiana public and private institutions of higher education. There are two public members, one a school board's representative, a second a business representative.

Fulfilling the Mission

In its first year, the Board decided to undertake two tasks. It moved to maintain and support the program areas of the state Department of Education, which had been placed under the Board's jurisdiction. It determined its mission and vision, which would serve as guides to long term goals and specific decisions. The Board determined that before it could adequately determine its mission and vision statements, it first had to understand the current research, trends, and issues in pre-kindergarten through grade twelve (P-12) education. Accordingly, the Board undertook a year of study during which its members both read extensively and heard from many national and state leaders in the preparation of education professionals and the fields of P-12 education. After this year of research, the Board wrote and adopted its Mission and Vision Statements.

The first portion of the Board's Mission Statement reads " . . . to establish and maintain rigorous, achievable standards for educators beginning with pre-service and continuing throughout their professional careers." Initially, the Board assessed the current systems and practices in these areas and found that Indiana had strong programs in the preparation and induction of education professionals. However, the Board also believed, based on its research and dialogue with education leaders, that new goals and standards could elevate to even higher levels the quality of education professionals in the state. This belief was put into action in August of 1994, when the Board voted to adopt performance-based standards for the preparation and licensure of education professionals.

The Board believes that performance-based standards will bring three advantageous results. First, these performance standards will reflect the growing national consensus on the knowledge, skills and dispositions needed to provide a high quality of instruction. Second, these standards will provide a linkage to Indiana's goals for students in P-12 education, and last, these standards will focus on demonstrated ability to impart knowledge rather than considering only if an education professional has knowledge.

A Unified System of Quality Assurance: Standards Supporting the Redesign

The new performance-based licensing system will encompass the same three phases as the current model (preparation, induction and continued practice). The differences between the new and current models center on how education professionals are prepared and how candidates for licensure are assessed. The focus will be on achieving standards and the actual demonstration of understanding and application. Just as the goal for P-12 education is making learning a lifelong process for students, so the goal for teacher preparation is to make knowledge and skills related to teaching a career long process. Key to the reform of teacher preparation and licensure is a unified system of standards and assessments throughout the career of the education professional.

An important foundation for Indiana's new system is the work done by professional organizations at the national level in setting standards for all phases which are interrelated and consistent. These groups include:

The National Council for Accreditation of Teacher Education (NCATE). NCATE provides a mechanism for voluntary peer regulation of the professional education. NCATE is designed to establish and uphold professional standards of excellence related to best practice. In Indiana, approval of pre-service programs that prepare tomorrow's teachers is based on these standards. Indiana's partnership with NCATE enables simultaneous state and national review of pre-service preparation programs. This partnership complements the state's move to a performance-based licensure system.

The Interstate New Teacher Assessment and Support Consortium (INTASC). INTASC, established in 1987 by the Council of Chief State School Officers, supports collaboration among states interested in rethinking teacher preparation, induction, licensing and assessment for the education profession. INTASC began its work by articulating standards for a common core of teaching knowledge and skills essential to all beginning teachers. Thus far, INTASC has developed standards for beginning teachers of mathematics, English/language arts, and science. Indiana is a member of INTASC.

The National Board for Professional Teaching Standards (NBPTS). The NBPTS is an independent non-profit organization, founded in 1987, governed by a sixty-three member board of directors, the majority of whom are classroom teachers. The NBPTS establishes standards for what accomplished teachers should know and be able to do. The NBPTS operates a national voluntary system to assess and certify teachers who meet these standards.

All of these organizations share the view that the complex art of teaching requires performance-based standards and assessment strategies that evaluate what teachers can actually do in authentic teaching situations. Taken together, the standards developed by these groups embody the most up-to-date professional knowledge about preparation programs for education professionals.

The Core Standards

In 1994, the Indiana Professional Standards Board adopted the INTASC model standards for initial licensing of teachers as the basis for Indiana's new system for preparing and licensing teachers. The INTASC standards describe what every beginning education professional should know and be able to do. Each standard includes knowledge, disposition and performance statements used in meeting the standard. Knowledge statements describe the body of knowledge critical to successful teaching; a performance statements describe the application of that knowledge; disposition statements describe the habitual behaviors which communicate the qualities or traits valued by the teaching profession. Through performances, candidates demonstrate their ability to combine content knowledge and professional dispositions necessary for the successful teaching of students.

The IPSB has adopted the INTASC core standards, including knowledge, disposition and performance statements, because its members believe that it is the responsibility of the profession and of policy makers to be explicit about those characteristics, to insure that the opportunity to develop them is honored in the preparation process, and that fair and disciplined judgments are made over time by appropriate professionals knowledgeable about the candidate.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM
Model Standards for Beginning Teachers Licensing and Development

Principle #1:	The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
Principle #2:	The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
Principle #3:	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
Principle #4:	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
Principle #5:	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
Principle #6:	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Principle #7:	The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.
Principle #8:	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
Principle #9:	The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
Principle #10	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

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The Standards Development Process

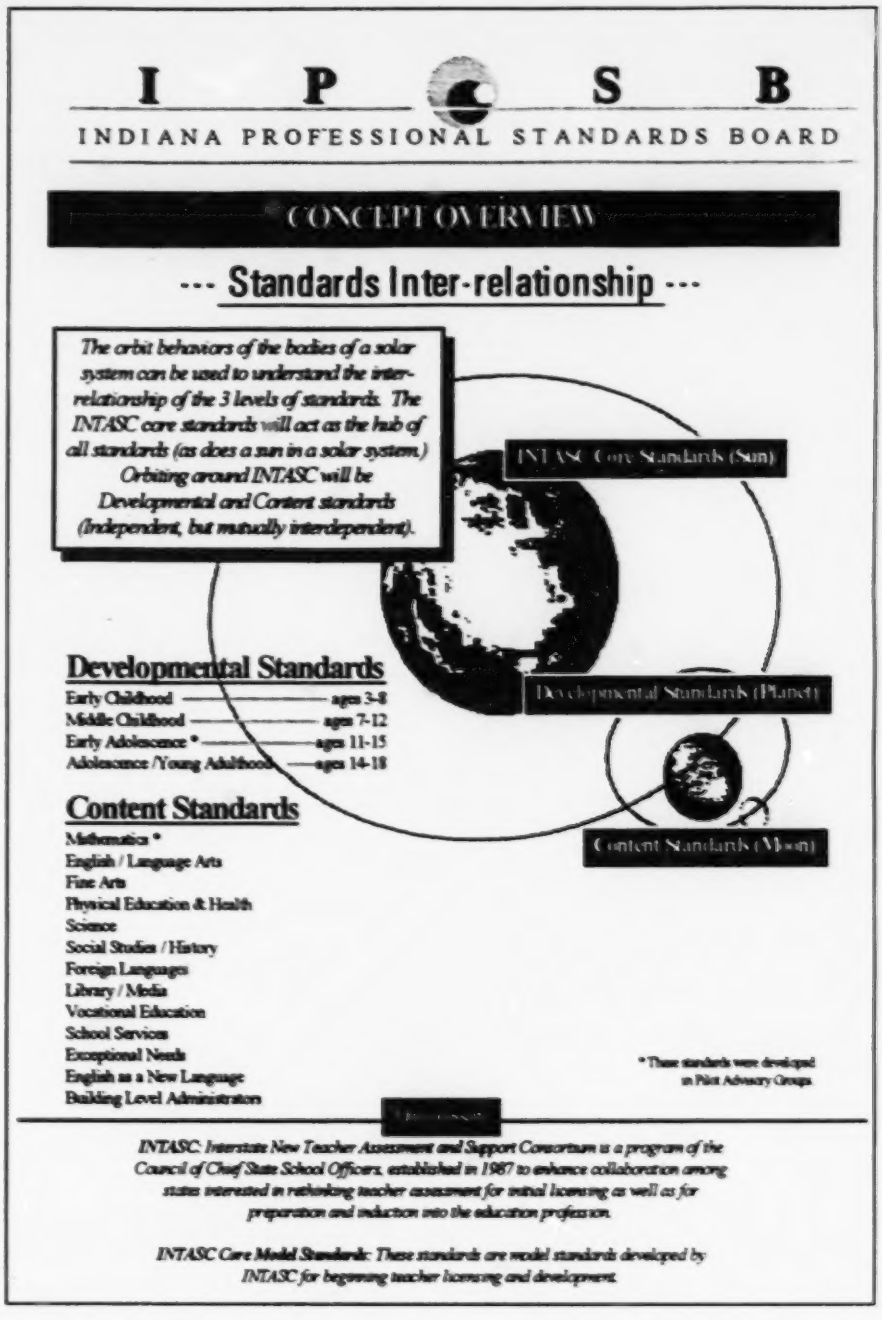
At the same time that the Board adopted the INTASC standards, it also formed two pilot groups, one for beginning teachers of mathematics encompassing the full spectrum of students' developmental stages from pre-kindergarten through grade 12, and one for beginning teachers of early adolescence generalist students, encompassing the core content areas. These groups were asked to recommend performance-based standards in their specific content and developmental areas and to recommend a process for the development of performance-based standards in other content and developmental areas. The standards were to be based on the INTASC Core Model Standards.

As the result of these two pilot groups, the IPSB adopted a charge, framework, and generic composition for the remaining advisory groups and adopted the following ten principles to guide the development of the standards for teacher preparation and licensure:

- **The new standards for preparing and licensing education professionals will be proficiency-driven.**
- **The new standards will reflect the continuum of professional development for education professionals.**
- **The new standards will describe the performances to be assessed for purposes of granting licensure.**
- **The new standards will be linked to Indiana's pre-kindergarten through grade 12 (P-12) initiatives for students, including curriculum standards and school to work initiatives.**
- **The new standards will be developed by educators through advisory group process adopted by the IPSB.**
- **The new standards will be associated with a quality assurance system encompassing the three phases of the professional development continuum.**
- **The new system for preparing and licensing education professionals will be simplified.**
- **Each group of standards will address the need for interdisciplinary education.**
- **The new standards will be based upon students' developmental stages rather than grade levels.**
- **An ongoing evaluation system will be designed and implemented such that the standards and corresponding rules pertaining to each licensing area are reviewed on a regular basis, according to a prearranged schedule.**

The standards framework is shown in the illustration at right. Using the metaphor of the solar system, the relationship between the INTASC core standards, developmental standards, and content standards is clearly depicted. Developmental and content areas are identified as well.

It is important to understand that the standards developed for each of the content and developmental areas are intended to describe effective practice for education professionals throughout the preparation continuum; that is, the standards will be the same for the beginning educator, the intern, and the experienced educator. What will vary is the level of proficiency expected, becoming more comprehensive and more skillful at each successive stage of the educator's career.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CONCEPT OVERVIEW
--- Standards Inter-relationship ---
The orbit behaviors of the bodies of a solar system can be used to understand the inter-relationship of the 3 levels of standards. The INTASC core standards will act as the hub of all standards (as does a sun in a solar system.) Orbiting around INTASC will be Developmental and Content standards (Independent, but mutually interdependent).
INTASC Core Standards (Sun)
Developmental Standards (Planet)
Content Standards (Moon)
Developmental Standards
Early Childhood — ages 3-8
Middle Childhood — ages 7-12
Early Adolescence * — ages 11-15
Adolescence /Young Adulthood — ages 14-18
Content Standards
Mathematics *
English / Language Arts
Fine Arts
Physical Education & Health
Science
Social Studies / History
Foreign Languages
Library / Media
Vocational Education
School Services
Exceptional Needs
English as a New Language
Building Level Administrators
* These standards were developed in Pilot Advisory Groups
INTASC: Interstate New Teacher Assessment and Support Consortium is a program of the Council of Chief State School Officers, established in 1987 to enhance collaboration among states interested in rethinking teacher assessment for initial licensing as well as for preparation and induction into the education profession.
INTASC Core Model Standards: These standards are model standards developed by INTASC for beginning teacher licensing and development.

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The Standards Assessment Process

The Board realizes that the development of standards for performance-based preparation and licensing of education professionals is clearly an important step, but, to create a coherent system for an entire professional career, other areas need also to be considered. The Board is, therefore, also engaged in a redesign of preparation program accountability requirements, the redesign of licensing assessments, and the redesign of licensing renewal assessments.

To organize these three initiatives, the Board created a Continuum Linkage Committee, which would recommend to the Board a framework that (1) holds preparation programs accountable for providing learning opportunities that lead to the successful attainment of the knowledge, dispositions, and performances needed to teach, and their demonstration on structured assessments that are based on the standards; (2) bases licensing on completion of an approved program and on successful completion of performance-based assessments during an induction period; and (3) provides incentives as part of the licensing renewal system for education professionals to enhance their knowledge and skills based on the standards.

Assessing Dispositions

It is the Board's belief that dispositions cannot be assessed independently; rather, they must be demonstrated through habitual performance over time and that these judgments can only be made by professionals who themselves have demonstrated that they recognize, understand, and value identified dispositions.

Summary

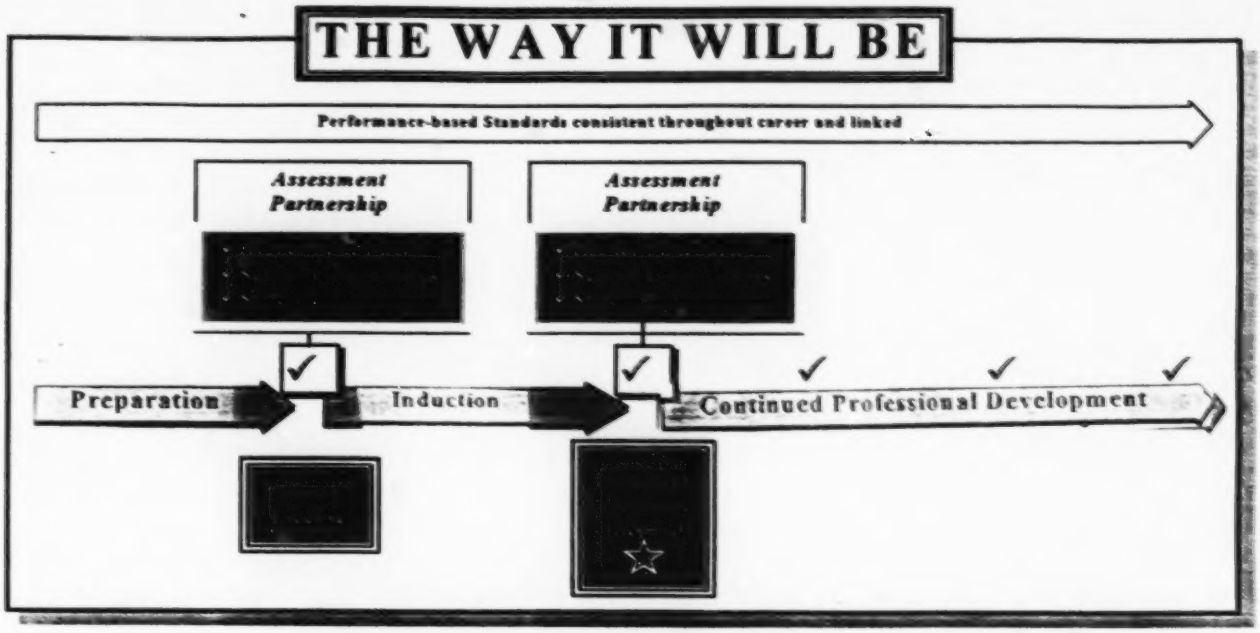
There are three stages to the IPSB Rules Revision Process: (1) Standards Development; (2) Assessment Development, and (3) Licensure Development. All stages are interdependent; that is, assessments must be integrally connected to the standards.

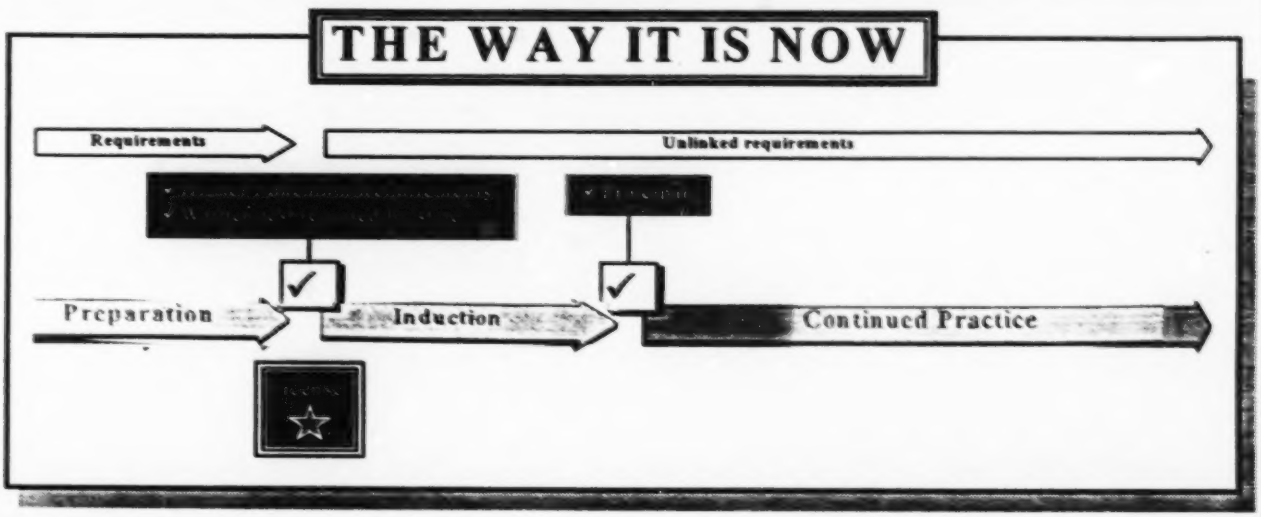
The illustration on the next page summarizes the efforts of the Indiana Professional Standards Board to create a system that will be driven by standards which reflect the most up-to-date knowledge about teaching and learning. The licensing system will be an active partnership with higher education, school corporations, and the state. The Board has made a conscientious effort to involve educators across the state in building the system.

When the new system is implemented, standards and assessments for preparing and licensing teachers will be purposefully linked to each other and to standards and assessments validating increased learning by Indiana's students. For this reason, the Board believes that Indiana will have teachers who are effective in helping all students respond to the new world in which they live.

CONCEPT OVERVIEW

--- Teacher Career Path ---





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For further information about topics included in the Preface, see:

The IPSB Position Paper, February 16, 1995.
Interstate New Teacher Assessment and Support Consortium (INTASC) *Model*.
Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue, September 1992.
Reframing the School Reform Agenda: Developing Capacity for School Transformation, *Phi Delta Kappan*, June 1993.
The IPSB Continuum Linkage Committee, *Assessment System Recommendations*, June 19, 1997.
What Matters Most: *Teaching for America's Future*, September 1996.

STANDARDS FOR TEACHERS OF SOCIAL STUDIES

Standard #1: Civic Ideals and Practices.

Teachers of Social Studies understand *the ideals, principles, and practices of citizenship in a democratic republic* and can use this knowledge to create meaningful learning experiences for students.

Performances
Teachers of social studies:

1. interpret and evaluate sources and examples of citizens' rights and responsibilities.

2. practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

3. create a policy statement and plan of action which achieve one or more goals related to an issue of public concern.

Knowledge
Teachers of social studies:

1. understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government such as individual human dignity, liberty, justice, equality, and the rule of law.

2. recognize and analyze various forms of citizen action that influence public policy decisions.

3. identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision making.

Dispositions

Teachers of social studies:

1. advocate a reasoned commitment to the civic values needed to function responsibly in a democratic society.

2. perceive the need to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues, while identifying, describing, and evaluating multiple points of view.

3. appreciate how many public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government.

4. commit to engage in activities to improve the community based upon evaluation of possible options for citizen action.

Standard #2: Historical Perspectives.

Teachers of social studies understand *the way human beings view themselves in and over time* and can use this knowledge to create meaningful learning experiences for students.

Performances
Teachers of social studies:

1. create learning opportunities that demonstrate the ability to trace and analyze chronological periods and that examine the relationships of significant themes and concepts in history.

2. adapt curriculum, instruction, resources, and assessment to provide for a range of wide student differences.

3. create learning opportunities that help students exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision making in the classroom, school, and community settings.

4. use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to allow for informed decision making about and action taken on public issues.

5. identify and describe selected historical periods and patterns of change within and across cultures.

Knowledge
Teachers of social studies:

1. comprehend that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.

2. identify and describe selected historical periods and patterns of change within and across cultures.

3. evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Dispositions

Teachers of social studies:

1. possess critical sensitivities such as empathy by reading first person accounts and skepticism by comparing varying viewpoints on a particular issue; this will allow students to study attitudes, values, and behaviors of people in different historical contexts.

2. commit to acknowledging that scholars may describe the same event or situation in different ways and to providing reasons or evidence for their views.

3. value understanding of societal concerns, standards, issues, and conflicts related to universal human rights.

Standard #3: Geographical Perspectives.

Teachers of social studies understand the nature and distribution of Earth's *people, places, and environments* and can use this knowledge to create meaningful learning experiences for students. Natural and human resources affect how people interact with their environment and each other.

Performances
Teachers of social studies:

1. possess mental maps that can be used to interpret political, physical, and cultural distribution patterns of present and past events.

2. are able to access or prepare maps and graphs, using technology as needed, to demonstrate spatial distribution and relationships.

3. demonstrate knowledge of Earth's dynamic physical systems and their impact on humans, including plate tectonics and vulcanism, degradation and aggradation, earth/sun relations, wind systems and ocean currents, the water cycle, weather and climate, and related patterns of natural vegetation and land use.

4. demonstrate an understanding of population dynamics and distribution, cultural diversity, and the level of economic development which exists on Earth; and are able to relate these to physical, cultural, historical, economic, and political circumstances.

5. are able to relate Earth's physical systems and varied patterns of human activity to world environmental problems.

Knowledge
Teachers of social studies:

1. know and understand the interrelationship of the five themes of geography: location, place, human/environment interaction, movement, and region.

2. prepare, interpret, use, and synthesize information from various representations of the Earth, such as maps, globes, photographs, paintings, and their own observations, to synthesize information and interpret spatial patterns.

3. know Earth's physical and human patterns and understand how people interact with their physical environment.

4. understand the concept of a Region, a human construct for organizing information to interpret Earth's complexity; know the physical and cultural characteristics that distinguish each of the world's culture regions, and the major countries within each world region.

5. understand that the flow of people, goods, and ideas links all parts of the world in an interdependent and ever-changing system that creates and spreads wealth unevenly.

Dispositions
Teachers of social studies:

1. recognize and critically evaluate for classroom use appropriate geographic resources, data sources, and tools such as globes, atlases, maps, map projections, aerial photographs, satellite images, geographic information systems (GIS), newspapers, journals, and databases.

2. value and encourage the use of mental maps at local, regional, national and world scales both to foster understanding of relative location, direction, size, and shape and to serve as a spatial foundation for all knowledge.

3. recognize and value the varieties of human imprints on Earth as a reflection of people's culture, technology, needs, ideals, and governance.

4. appreciate the need to assess the impact of physical and human geography on historical events, and, conversely, the role of the past in the development of present human spatial patterns.

Standard #4: Government and Citizenship.

Teachers of social studies understand *how people create and change structures of power, authority, and governance* and can use this knowledge to create meaningful learning experiences for students.

Performances
Teachers of social studies:

1. apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.

2. apply ideas, theories, and modes of inquiry drawn from political science to examine persistent issues and social problems.

3. explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to resolving conflict.

Knowledge
Teachers of social studies:

1. grasp and are able to explain the purposes of government at the local, state, and national levels and are able to analyze how powers are acquired, used, and justified.

2. know and are able to compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and to identify representative political leaders from selected historical and contemporary settings.

3. understand ideas and mechanisms to meet the needs and desires of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.

Dispositions
Teachers of social studies:

1. recognize and address persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

2. perceive and acknowledge that groups and organizations encourage unity and deal with diversity to maintain order and security.

3. recognize the conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Standard #5: Economics.

Teachers of social studies understand *why and how people organize for the production, exchange, and consumption of goods and services* and can use this knowledge to create meaningful experiences for students.

Performances
Teachers of social studies:

1. create learning experiences that develop key skills in economics: identifying economic problems, alternatives, and costs; analyzing economic incentives and the consequences of changes in economic conditions and public policies; and collecting, organizing, and interpreting economics data and reference sources.

2. demonstrate the ways in which scarcity necessitates the choices individuals and societies must make to satisfy wants.

3. apply economic concepts and reasoning when evaluating historical and contemporary social issues and public policies.

Knowledge
Teachers of social studies:

1. realize that we live in a mixed market economic system in which production, exchange, and consumption decisions are made through the market interacting with government and are influenced by tradition.

2. understand that increasing technological change and globalization have resulted in a highly interdependent world economy.

3. comprehend that because resources are scarce and often unevenly distributed across people and regions, specialization and systems of exchange are necessary to improve the well-being of both the individual and society.

Dispositions
Teachers of social studies:

1. believe that the study of economics should prepare students to function more effectively as workers, consumers, savers, investors, and citizens throughout their lives; in short, they help students to become effective participants in the global economy.

2. accept the scope of economics as the study of the allocation of scarce resources to satisfy unlimited wants.

3. acknowledge the ever-changing nature of the economy and the role of individuals in it.

Standard #6: Current Events

Teachers of social studies understand *global connections and interdependence* and can create meaningful learning experiences for students.

Performances
Teachers of social studies:

1. use print and electronic media, maps, globes, and atlases to provide students with information about events that are occurring.

2. create learning experiences about current issues that encourage research and problem solving.

3. describe and analyze the effects of changing technologies on the local and global communities.

Knowledge
Teachers of social studies:

1. understand the interdisciplinary nature of social studies and know how to make connections using current events.

2. know how to use a variety of resources, both primary and secondary, to better understand the causes and effects of current events on the student's world.

3. understand that current events provide an arena for the study of global connections through the interplay of Earth's physical and human systems.

Dispositions
Teachers of social studies:

1. value and understand that "today's current event is tomorrow's history" and that current events provide opportunities for the study of global connections and our interdependence on this planet.

2. appreciate the ever-changing nature of current events and the need to maintain a flexible classroom approach.

3. monitor ongoing current events and create classroom opportunities for students to see the relationship of these events to their lives.

Standard #7: Psychology.

Teachers of social studies understand *individual development and identity* and can use this knowledge to create learning experiences designed to promote student growth and reflection.

Performances
Teachers of social studies:

1. guide investigation into the relationship between social norms and emerging personal identities.

2. explore the processes that influence identity formation.

3. show different ways individuals develop and how personalities may change over a period of time.

Knowledge
Teachers of social studies:

1. possess knowledge of the ways group and cultural influences contribute to the development of a sense of self.

2. know how learning and physical development affect behavior.

3. realize the factors that affect mental health.

Dispositions
Teachers of social studies:

1. view themselves and their students as unique individuals who interact with other individuals and groups including family, school, community, country, and the world.

2. value how people meet their basic needs in a variety of contexts.

3. advocate the creation of learning opportunities by analyzing why people behave as they do.

Standard #8: Sociology.

Teachers of social studies understand *interaction among individuals, groups, and institutions* and can use this knowledge to create meaningful learning experiences for students.

Performances
Teachers of social studies:

1. analyze how groups and institutions influence people, events, and elements of culture.
2. apply how groups and institutions work to meet individual needs and promote the common good.
3. describe the role of institutions in furthering both continuity and change.

Knowledge
Teachers of social studies:

1. know how individuals, groups, and institutions are formed, controlled, and maintained in a society.
2. understand how roles, status, and social class describe the interactions and connections between individuals, groups, and institutions in society.
3. realize how individuals, groups, and institutions develop and change over time, thus furthering both continuity and change.

Dispositions
Teachers of social studies:

1. value the constant, but also ever-changing, content of sociology and the need for continuous growth to remain knowledgeable and current.
2. believe that social institutions play an integral part in the life of an individual.
3. appreciate how social institutions are formed and maintained or changed.
4. are sensitive to diversity issues.

Standard #9: World Cultures.

Teachers of social studies understand *culture and cultural diversity* and can use this knowledge to create meaningful learning experiences for students.

Performances
Teachers of social studies:

1. guide investigation of nations and cultures of the world in terms of their diversity, commonalities, and interrelationships.

2. select and integrate knowledge from the social sciences, the natural sciences, and the humanities in order to prepare students to live effectively in a world with limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence.

3. recognize and accommodate the variety of learning styles and modes of expression students bring to the study of world cultures.

Knowledge
Teachers of social studies:

1. understand culture, human diversity, and the interconnections among peoples of the world.

2. possess an understanding of the interdisciplinary nature of the content of the subject matter of world cultures.

3. cultivate a perspective of the world which emphasizes interconnections.

Dispositions
Teachers of social studies:

1. realize that effective cross-cultural communication is fostered through understanding the historical, geographical, and economic roots of diversity.

2. possess an understanding of the interdisciplinary nature of the subject matter of world cultures.

3. cultivate a perspective of the world which emphasizes interconnections.

4. commit to connecting the study of world cultures to the students' own experiences.

Social Studies Teaching Tasks and Standards

The Social Studies Advisory Group, as a result of its research and the testimony received, developed four teaching tasks which are designed to enhance the Interstate New Teacher Assessment and Support Consortium Principles as they relate specifically to the preparation of social studies teachers. Inherent in all four tasks is inquiry: the ability to collect data, hypothesize, test hypotheses, and read conclusions. Included with the four are supporting knowledge statements, disposition statements, and statements of performance for social studies teachers. These are referred to as "Teaching Tasks" and are to be considered as parallel statements to the content strands/standards. These are presented in Table 1.

Table 1. Social Studies Teaching Tasks/Standards

Teaching Tasks	Standards--Teachers of Social Studies:
10. Instructional Resources/Technology	Understand the value of using high quality instructional resources, including technology, in teaching. They are constantly searching for techniques, resources, strategies, and applications which enhance instruction.
11. Learning Environment	Create and develop a dynamic learning environment that is characterized by positive, productive, and healthy interactions. The learning environment is supportive, congenial, and purposeful. Students are intellectually challenged and encouraged to learn and grow.
12. Assessment	Understand and use both formal and informal assessment methods to obtain useful information about student learning and development.
13. Reflection	Reflect on their practice, on students' performance, and on developments in the field to continue their own growth as teachers.

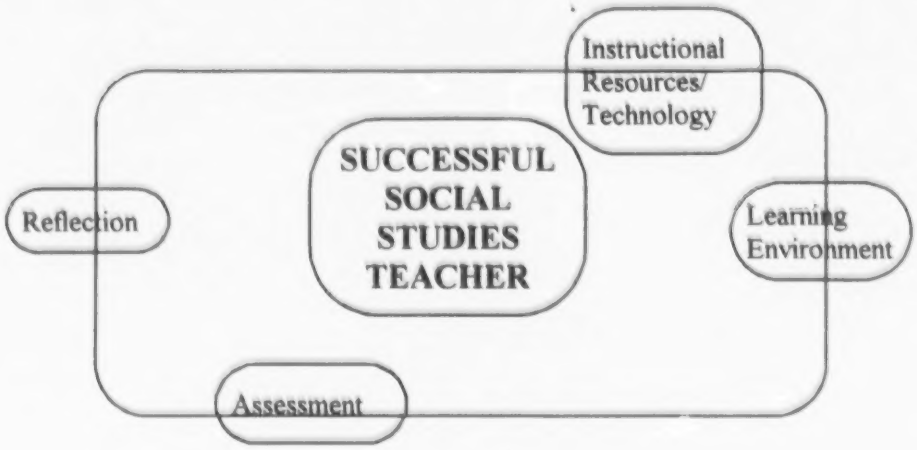

Figure 1. Teaching Tasks for Social Studies

Standard #10: Instructional Resources/Technology

Teachers of social studies *understand the value of using high quality instructional resources, including technology, in teaching.* Technology includes all print and electronic equipment and media that can be used in a social studies classroom. Among these are the following: books, printed and on-line newspapers and magazines; electronic atlases; newsbanks and data bases; interactive television and distance learning; electronic mail and Internet access; CD-ROMS; simulations; drill, review and electronic testing; and many others to be developed in the future. Teachers are constantly searching for techniques, resources, strategies, and applications which facilitate instruction.

Performances
Teachers of social studies:

1. utilize instructional technologies in the teaching and learning process.

2. assign research projects which require the use of technology.

3. select, adapt, and prepare instructional materials to meet the needs of all students by choosing from written materials, electronic media, computer software, artifacts, and other appropriate resources.

Knowledge
Teachers of social studies:

1. know how to select, modify, and prepare traditional and emerging instructional resources, materials, and equipment which improve student learning.

2. can describe, evaluate, and utilize instructional technologies to enrich student learning and to support appropriate classroom managerial activities.

3. understand how and where to locate needed informational resources both in the school and in the community.

4. know how to prepare lessons which encourage students to access information sources and refine critical thinking skills.

Dispositions
Teachers of social studies:

1. possess an enthusiasm for teaching through the use of varied instructional resources including applications of technology.

2. value collaboration with colleagues to improve instructional practices.

3. appreciate the local community as an important resource for teaching and learning and encourage their students to do the same.

Standard #11: Learning Environment.

Teachers of social studies *create and develop a dynamic learning environment that is characterized by positive, productive, and healthy interactions.* The learning environment is supportive, congenial, and purposeful. Students are intellectually challenged and encouraged to learn and grow.

Performances
Teachers of social studies:

1. demonstrate a sincere interest in their students' ideas and activities by attending school functions and by holding informal discussions with students.

2. show persistence and inquisitiveness and involve all students in active classroom participation.

3. create and maintain a learning environment that is physically, emotionally, and intellectually safe where students know their participation is welcomed and that teachers care about them as individuals.

Knowledge
Teachers of social studies:

1. know how to create an atmosphere where students feel welcomed, safe, valued, and respected.

2. know the potential risk behaviors that may impact their students' development and understand the principles of effective classroom management.

3. know about human motivation, human behavior, the nature of social studies, and the ways students learn the various social studies disciplines as individuals and in groups.

4. know how to help students to be reflective decision makers.

Dispositions

Teachers of social studies:

1. recognize the need to foster a love of learning among their students.

2. acknowledge responsibility for establishing a caring environment that supports a productive, open, and enriching learning environment.

3. value virtues that students should emulate, such as honesty, responsibility, respect, fairness, compassion, and civic responsibility.

4. react appropriately to student behavior.

Standard #12: Assessment.

Teachers of social studies *understand and use both formal and informal assessment methods to obtain useful information about student learning and development.*

Performances
Teachers of social studies:

1. use ongoing assessment and student feedback to reflect upon and improve or modify teaching practice.

2. make use of a variety of appropriate assessment activities to determine levels of student learning.

3. maintain records of student work and performance and communicate student progress to students, parents, and colleagues.

Knowledge
Teachers of social studies:

1. understand that assessment must be congruent with instruction.

2. set performance expectations and determine the degree to which these expectations are met through the use of multiple assessment techniques.

3. know how to analyze a student portfolio or other exemplars of student work and can identify the skills which should be taught next to the student.

4. use assessment data effectively to plan learning activities.

Dispositions
Teachers of social studies:

1. value ongoing assessment as essential to the learning process.

2. appreciate the use of a variety of assessments to identify and communicate student strengths in the social studies disciplines.

3. believe all students should set high personal goals for themselves.

Standard #13: Reflection.

Teachers of social studies *reflect on their practice, on students' performance, and on developments in the field to continue their own growth as teachers.*

Performances
Teachers of social studies:

1. regularly engage in the process of professional growth through attending classes or participating in other continuing education activities.

2. stay abreast of current research, trends, and information through activities such as reading professional journals, actively participating in professional organizations, observing master teachers, and collaborating with colleagues.

3. consult with colleagues within the school to support their own development as lifelong learners.

Knowledge
Teachers of social studies:

1. seek information, assistance, and ideas about their practice from a variety of sources in an effort to improve classroom performance.

2. know their professional responsibility to be lifelong, self-directed learners and to develop and refine practices that attend to the social studies needs of students.

3. are familiar with a variety of self-assessment and problem-solving techniques to assist themselves in reflecting on professional practice.

Dispositions
Teachers of social studies:

1. value reflection on practice as a central responsibility of a professional.

2. value advice from colleagues.

3. acknowledge responsibility for discovering, developing, and refining practices which address individual needs of students.

Developmental Levels and the Social Studies Content Strands/Standards

All teachers of Social Studies must have a strong, broad base of social studies knowledge extensive enough for them to:

1. Understand the various content strands and foundation proficiency statements as delineated in The Indiana Social Studies Proficiency Guide.
2. Understand the fundamental facts and concepts in the major social studies disciplines.
3. Be able to connect the various social studies content strands so that students can understand the interdisciplinary nature of social studies.
4. Use inquiry skills as evidenced by the following teaching tasks/standards: instructional resources/technology, learning environment, assessment, and reflection.
5. Use social studies knowledge and inquiry skills when dealing with personal and societal issues.

While this breadth of knowledge is essential for all teachers, the depth of social studies content required varies according to the developmental level of the students.*

Teachers of early and middle childhood students usually are generalists who teach most, if not all, subjects, often using a thematic approach. This approach would allow teachers to follow the premise that social studies is an integrated study of the social sciences and the humanities. To achieve this, early and middle childhood social studies teachers should have the opportunity to develop a broad knowledge of social studies content in addition to a more extensive preparation in at least one social studies content strand.

The early adolescence social studies teacher should be knowledgeable about most, if not all, of the content strands. According to The Indiana Social Studies Proficiency Guide, the focus of the middle grades expands from the neighborhoods and local communities to the United States and the world. Teachers must have more intensive preparation in these areas. This preparation will help them both as generalists as well as specialists in the areas they are teaching.

At the adolescence and young adulthood level, effective teachers of social studies possess broad knowledge of all social studies strands. Because specific courses at this level build upon the skills and knowledge acquired at earlier stages of instruction, the teachers must have a broad generalist background. But since high school courses tend to focus on individual disciplines (strands), teachers should have intensive content preparation in order to meet the needs of students. An intensive study of multiple strands will help them meet the demands of teaching.

*The Social Studies Proficiency Guide: an Aid to Curriculum Development, Indiana Department of Education, 1996, p. 5 and pp. 8-9.